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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December, January, and February; poems; word puzzles and other puzzles; language arts activities; activities to develop skills in the team sports of volleyball and basketball; mathematics activities; activities to develop an awareness of professional sports and athletes; and "sponge" activities for times when there are a few spare minutes in the day. Several of the activities are related to the winter months. An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

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INTERMEDIATE CLASSROOM IDEAS

WINTER 1982
VOLUME 5

Compiled By:
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Winter

WORD SEARCH

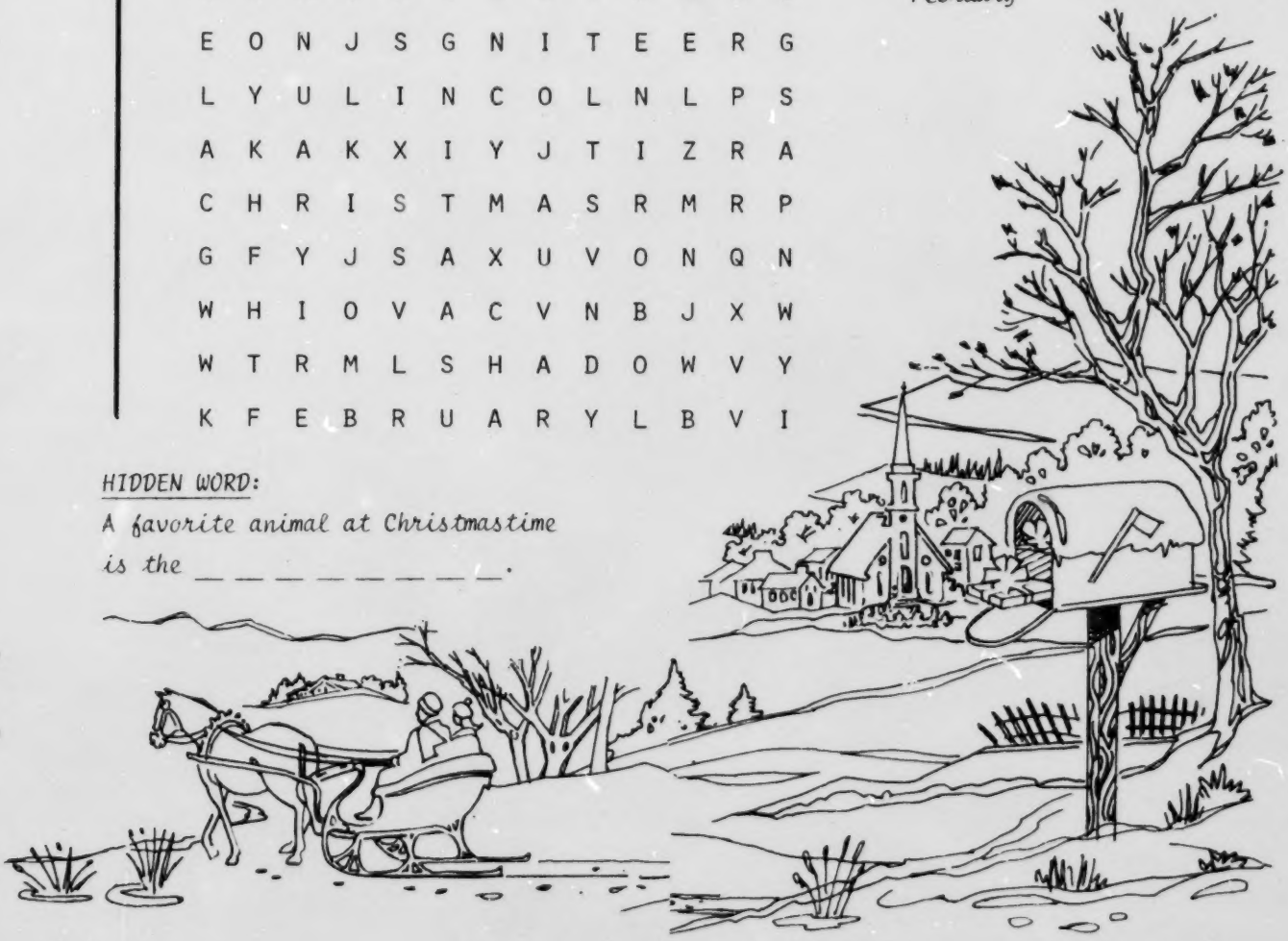
F D N E S H G N R H R A H
S E G J H R D E D O V D G
P C T C A D E N B L A O R
O E E I N D C O C I L N O
I M F C N E M R Z D E E U
R B E I U L U A L A N W N
A E E R K A N H K Y T Y D
D R J E A C Z Q M S I E H
N W A S H I N G T O N A O
E O N J S G N I T E E R G
L Y U L I N C O L N L P S
A K A K X I Y J T I Z R A
C H R I S T M A S R M R P
G F Y J S A X U V O N Q N
W H I O V A C V N B J X W
W T R M L S H A D O W V Y
K F E B R U A R Y L B V I

WORD LIST

December
holidays
Hannukah
menorah
Christmas
greetings
January
New Year
calendar
icicle
skating
frosty
February
groundhog
shadow
Valentine
Lincoln
Washington

HIDDEN WORD:

A favorite animal at Christmastime is the _ _ _ _ _ _ _ _ _.



Winter

December

4		Mexico: Day of the Artisans
6		St. Nicholas Day
7		Pearl Harbor Day
10	✱	MISSISSIPPI: Admission Day (1817)
	✱ 11-18	Hanukkah
	12	Mexico: Guadalupe Day
	16-24	Mexico: LAS POSADAS
	✱ 21	FIRST DAY OF WINTER
	✱ 25	CHRISTMAS DAY

FOR HANUKKAH

Father lighted candles for me;
  Like a torch the Shamash shone.
In whose honor, for whose glory?
  For Hanukkah alone.

Teacher bought a big top for me,
  Solid lead, the finest known.
In whose honor, for whose glory?
  For Hanukkah alone.

Mother made a pancake for me,
  Hot and sweet and sugar-strewn.
In whose honor, for whose glory?
  For Hanukkah alone.

Uncle had a present for me,
  An old penny for my own.
In whose honor, for whose glory?
  For Hanukkah alone.

IN THE WEEK WHEN CHRISTMAS COMES

This is the week when Christmas comes.

Let every pudding burst with plums,
And every tree bear dolls and drums,
In the week when Christmas comes.

Let every hall have boughs of green,
With berries glowing in between,
In the week that Christmas comes.

Let every doorstep have a song
Sounding the dark street along,
In the week when Christmas comes.

Let every steeple ring a bell
With a joyful tale to tell,
In the week when Christmas comes.

Let every night put forth a star
To show us where the heavens are,
In the week when Christmas comes.

This is the week when Christmas comes.

BUNDLES

A bundle is a funny thing,
It always sets me wondering;
For whether it is thin or wide
You never know just what's inside.

Especially on Christmas week,
Temptation is so great to peek!
Now wouldn't it be much more fun
If shoppers carried things undone?

January

1 NEW YEAR'S DAY
6 ★ NEW MEXICO: Admission Day (1912)
15 Martin Luther King, Jr. birthday (1929)

WASHINGTON

He played by the river when he was young,
He raced with rabbits along the hills,
He fished for minnows, and climbed and swung,
And hooted back at whippoorwills.
Strong and slender and tall he grew -
And then, one morning, the bugles blew.

Over the hills the summons came,
Over the river's shining rim.
He said that the bugles called his name,
He knew that his country needed him,
And he answered, "Coming!" and marched away
For many a night and many a day.

Perhaps when the marches were hot and long
He'd think of the river flowing by
Or, camping under the winter sky,
Would hear the whippoorwill's far-off song.
Working or playing, in peace or strife,
He loved America all his life!

A VALENTINE

Frost flowers on the window glass,
Hopping chickadees that pass,
Bare old elms that bend and sway,
Pussy willows, soft and grey,

Silver clouds across the sky,
Lacy snowflakes flitting by,
Icicles like fringe in line
That is Outdoor's Valentine!

SNOW IN THE CITY

Snow is out of fashion,
But it still comes down,
To whiten all the buildings
In our town;
To dull the noise of traffic;
To dim each glaring light
With star-shaped feathers
Of frosty white.
And not the tallest building
Halfway up the sky;
Or all the trains and busses,
And taxis scudding by;
And not a million people,
Not one of them at all,
Can do a thing about the snow
But let it fall!

February

2 GROUNDHOG DAY
12 ★ Abraham Lincoln: birthday (1809)
13 CHINESE NEW YEAR: "Year of the Pig"
14 ★ VALENTINE'S DAY
★ OREGON: Admission Day (1859)
★ 22 George Washington Birthday 1732

★ **Activities for these special days are included in this issue.**

What is White?

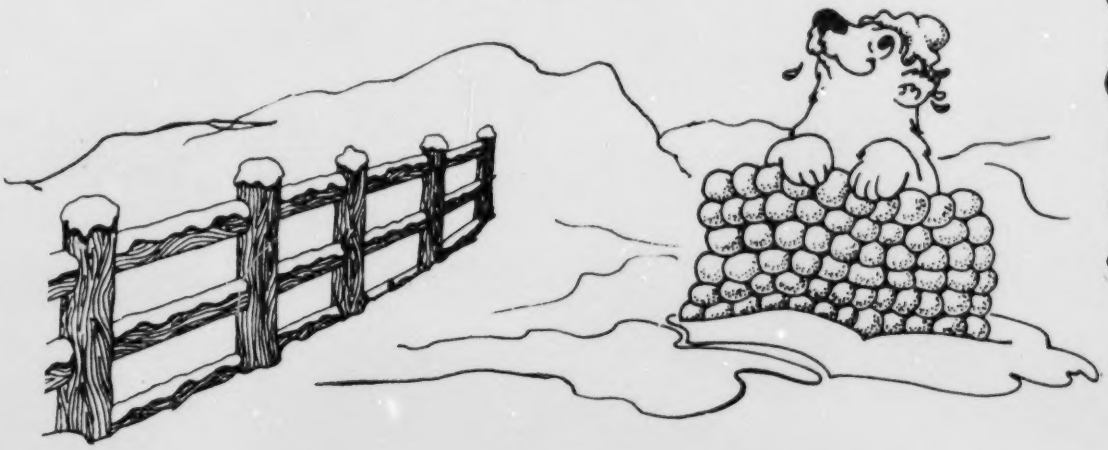
Scientists define white as the "absence of all color." However you describe white it is certainly something you see a lot of in the Winter!

Directions: Below you will find the names of many things that contain the word "white" in their names. See how many you can name. (Hint: Use all the reference books you can think of: dictionary, encyclopedia, atlas.)

1. _____ a large body of water near the north of Sweden.
2. _____ the building where the U.S. Presidents live.
3. _____ the rushing water in the rapids of a river.
4. _____ a fairy tale character who met seven little men.
5. _____ a mixture, something like paint, used to cover walls.
6. _____ a range of hills in New Hampshire.
7. _____ a nickname for a police patrol car.
8. _____ a signal for "I surrender."
9. _____ a head covering usually worn by the "good guys."
10. _____ metal that is heated beyond the boiling point.

Here are some more little quizzes. Name these well-known "white" things.

1. _____ the name of a white whale in a famous book.
2. _____ a word used when an animal is all white.
3. _____ a kind of rabbit that changes to white in winter.
4. _____ a precious gem, usually white, found in oysters.
5. _____ a crispy snack made from yellow seeds, but is white when cooked.



MISSISSIPPI

Capital _____

Statehood _____

Motto _____

Chief Products

Manufacturing _____

_____

Agriculture _____

_____

Mining _____

Fishing _____

State bird _____

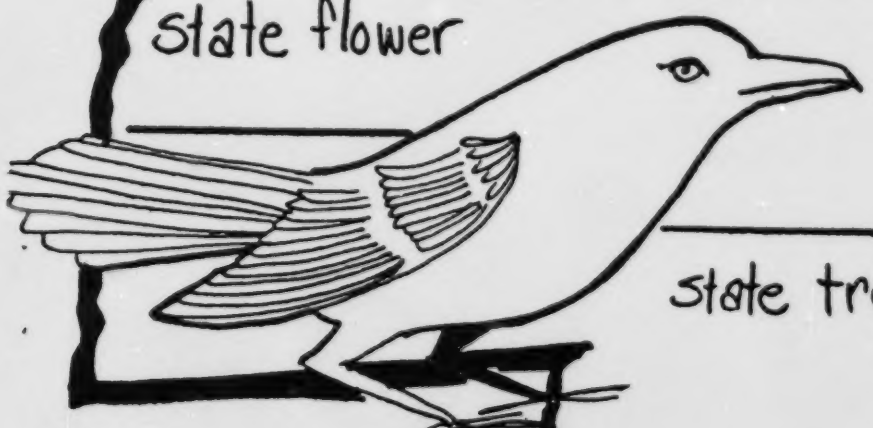
State flower

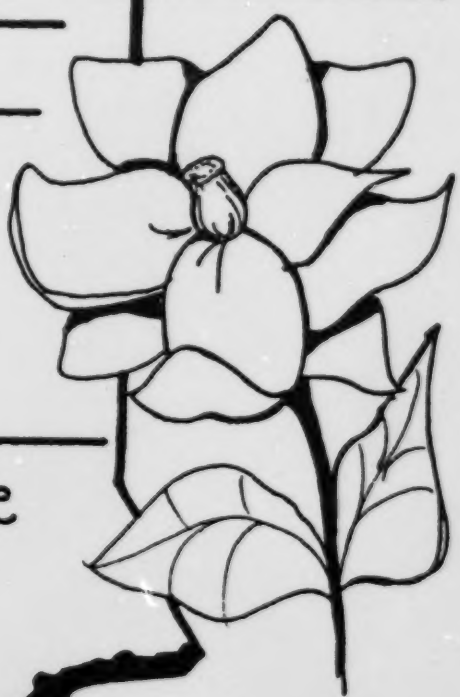
_____

_____

State tree

flag





NEW MEXICO

Capital _____

Statehood _____

Motto _____

Agriculture _____

Manufacturing _____

Mining _____

State bird _____

State tree _____

State flower _____

flag

OREGON

Capital _____

Statehood _____

Motto _____

State bird _____

State flower _____

State tree _____

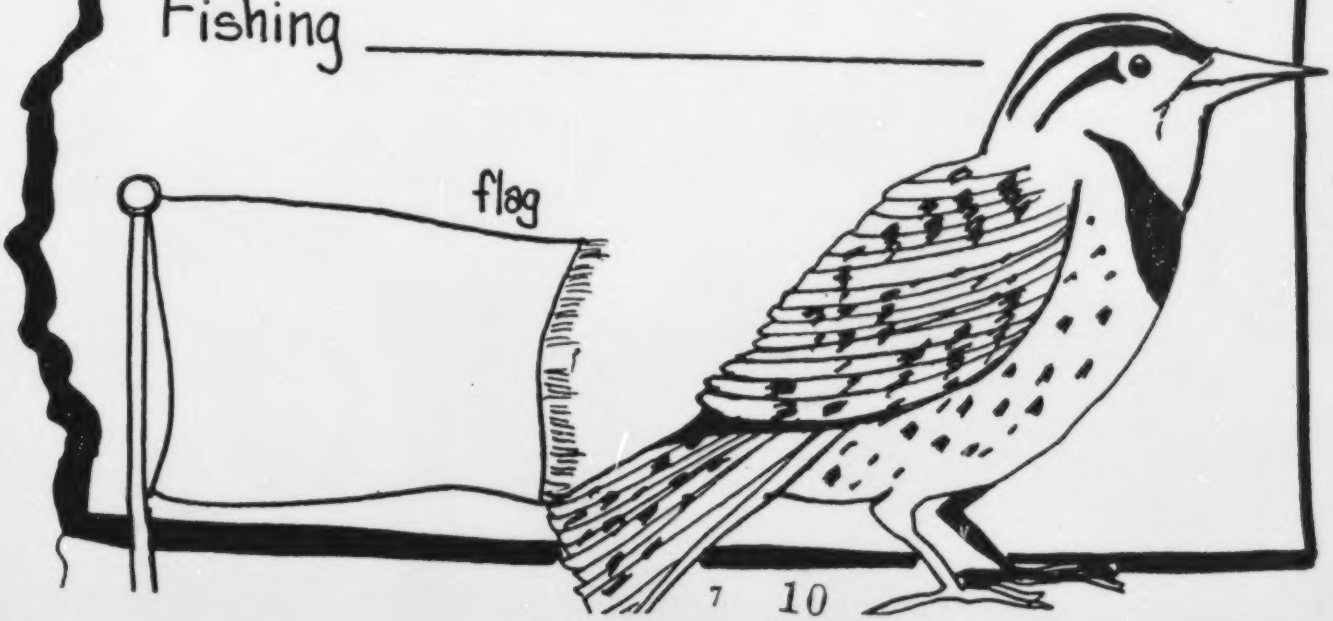
Chief Products

Agriculture _____

Manufacturing _____

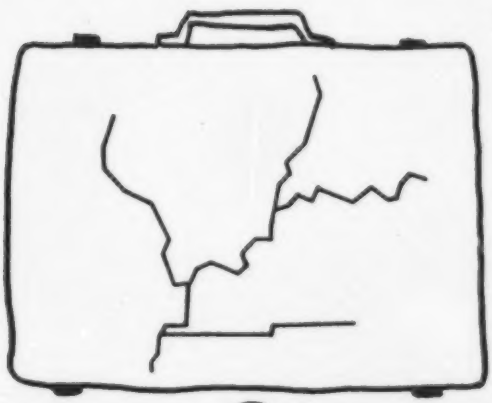
Mining _____

Fishing _____



Mystery Maps

Pack up your suitcases and get ready for a big trip!!! But --- do you know where you're going? Check you map and find out the states that border each other in each of these diagrams. See the example that is done for you. Have a good time!



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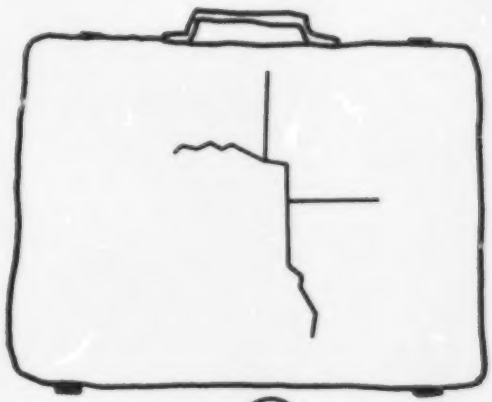

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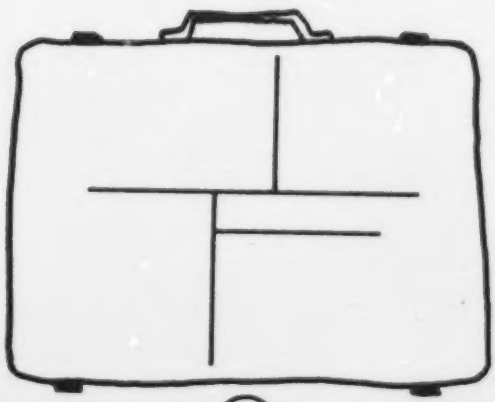

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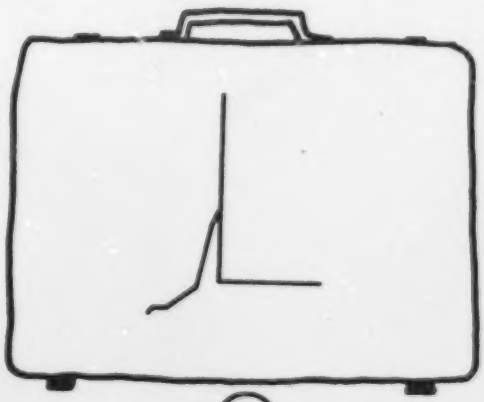

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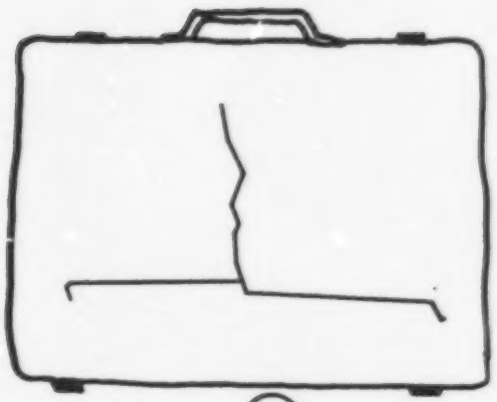

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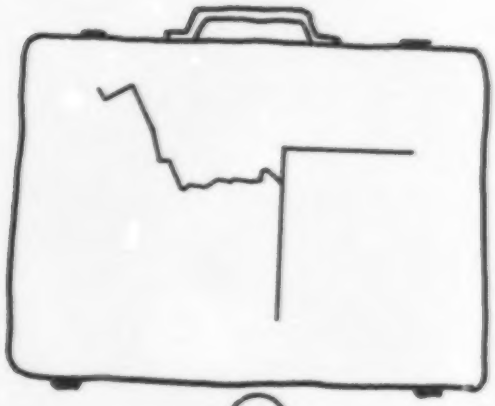

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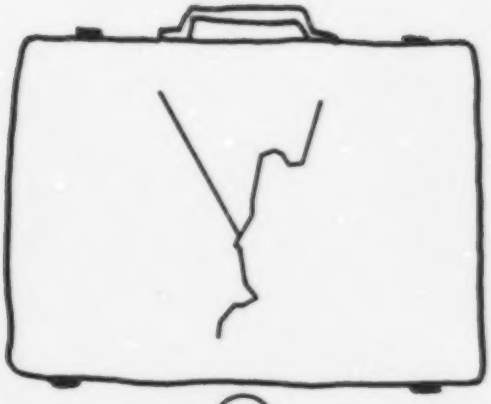

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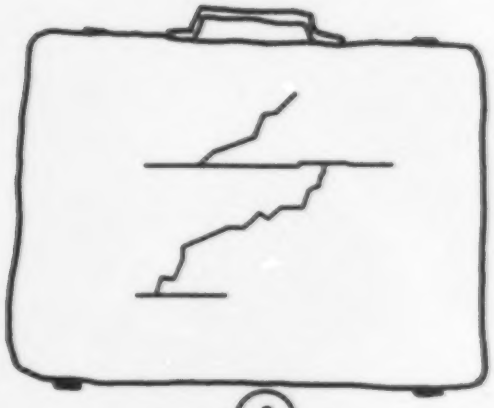

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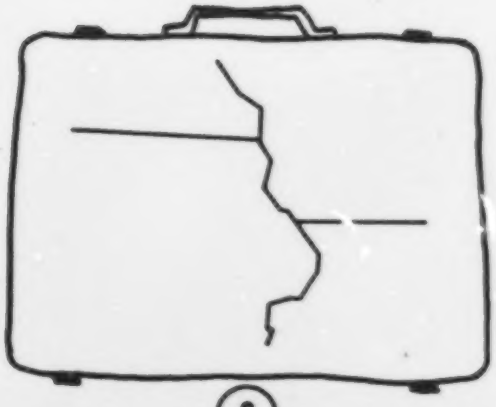


9

10

State of the Month...

ZIP GOES the MAIL

Solve each problem to find the missing ZIP Code. Then complete the address by writing it on the envelope.

Always use the ZIP Code to speed delivery of YOUR mail!

(Write the full name of each state below each problem.)

Roger Mervin
R.R. 3
Dallas, TX _____

44336
+ 30865

State of _____

Teresa Porter, M.D.
Medical Arts Building
6118 Terminal Road
Memphis, TN _____

25236
+ 12879

State of _____

Ritter and Harper
Investment Brokers
Suite 105 Miller Towers
Ogden, UT _____

103230
- 18826

State of _____

Grant Avenue School
101 Grant Avenue
Tacoma, WA _____

77032
+ 21389

State of _____

Mary Ann Brown
415 South Hill Street
Richmond, VA _____

100000
- 76766

State of _____

Stephan Willis
4286 Palm Avenue
Miami, FL _____

81114
- 47940

State of _____

Mr. and Mrs. Joe Arme
7717 Browne Apt. C
Buffalo, NY _____

7986
+ 6229

State of _____

Harris Grain Company
718 Jackson Circle
St. Paul, MN _____

42866
+ 12548

State of _____

Note to Teacher: For extra challenge activities, give additional problems of the same type. After students have solved them, they can look up the ZIP Code in a ZIP Code directory and determine what city and state are serviced by that ZIP Code. Perhaps the class would be interested in making a national ZIP Code map!

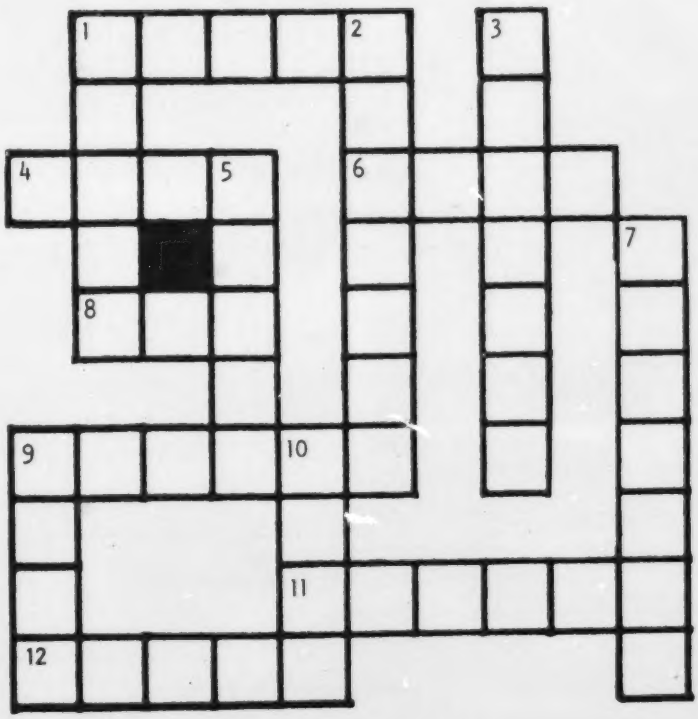
Our Wonderful World

ACROSS

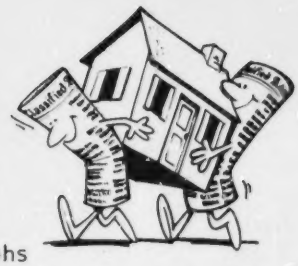
1. Little animals like frogs are called _____.
4. Let's go swimming in the _____.
6. Don't throw the ball _____ the fence.
8. A small barrel is called a _____.
9. The Nile and the Congo are two _____.
11. There are many large _____ in California.
12. We stopped for a cold _____ of water.

DOWN

1. The train travelled along the railroad _____.
2. April _____ bring May flowers.
3. Honey seems _____ than sugar.
5. The _____ is a large bird.
7. The _____ runner usually wins the race.
9. There is a lot of traffic on that _____.
10. He threw a _____ at the window.



TELL-A-TALE



The CLASSIFIED AD section of a newspaper is the place where people can advertise things they want to buy, sell or tell someone else. Pick out at least two of the ads below and write a story for each one. Each story should be fully developed and at least 3 to 4 paragraphs in length. For instance, what caused something to be for sale? What happened after it was bought? Just ask yourself: WHY? WHO? WHEN? WHERE? WHAT FOR? and then let your imagination take over.

Garage Sale. Friday and Saturday. 207 Cherry Street. 2 bicycles and a complete set of exercise equipment.

SUSAN: Please come home. We love you.

WANTED: a crib, playpen, stroller, and other miscellaneous baby equipment. Must be reasonably priced. Call 326-5398.

For Sale: Honda 1000 motorcycle. Helmet. Like new. Worn only once. Take over payments. 222-9765.

SALESMAN WANTED: Sell our new products and earn big money. You don't have to work hard to get rich. Just contact us and we will show you how to be wealthy and never lift a finger. Write to Box AA, Bakersfield, CA to get more information.

HOUSE FOR SALE: Great little house in older part of town. With a little paint and clean-up work you should be able to rent this house very easily. 776 Bradley St., Bakersfield, CA.

1956 CHEVY For Sale. Not running. $100, as is. Call 577-3339.

Family of 8 wants to rent a house in the Southwest area of town. Good plumbing is a must. Would like at least 5 bedrooms. Price is no object if the house is right. Write: P.O. Box 34, Arvin, CA 92873.

LOST. Female poodle. Black in color. Somewhere is Northeast part of town near Jasper Drive. Will answer to the name of "Mitzi." Please call 346-8729 after 5:00. Very urgent that dog is returned.

FOR SALE: Dog house, leash, feeding pans, dog collars, two cases of dog food. Call 220-9835.

Original Art Work for sale. See on display at the Regency Art Gallery at 5225 Hartley Street. This week we are featuring the work of a 10-year old genius in art, Joey Smith. You must see this art to appreciate it.

Apples, oranges and bananas for sale. Fresh from the tree. Bradey's Fruit Stand. 578 Vine Road, Bakersfield, CA. "Our apples will drive you bananas."

NEED A PLUMBER! Jake's plumbing service will unclog your pipes without draining your bank account.

FOUND. Six-foot long boa constrictor near Grady's Chicken Farm. Please call 489-2093 if it is your snake. Quick!

Learn about the future. Madame Zuny sees all, knows all, tells all. Your choice of crystal ball, palm reading or cards. 222 Rex Lane. (Money-back guarantee if our predictions do not come true.)

Another Way to Say...

Directions: Find the contraction in each sentence below and underline it. On the line beside the sentence write the two words that were combined to make the contraction.

1. Farm machinery wasn't used in ancient Egypt. _____

2. The implements we are familiar with hadn't been invented yet. _____

3. Tractors, of course, wouldn't be used without gasoline. _____

4. What's the advantage of using such large equipment? _____

5. I'm certain that more work can be done is less time this way. _____

Directions: Find the two words in each sentence that can be combined to form a contraction. Underline them. Then write the contraction on the line beside the sentence.

6. Modern farming could not be compared with the old methods. _____

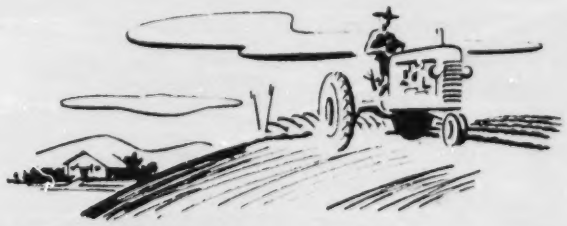
7. Because of our growing population, it is very important to grow enough food. _____

8. Many people in the world are not getting enough to eat. _____

9. The farmers said, "We will not let people go hungry." _____

10. "We will do everything we possibly can to grow more food." _____

Extra: *Read all the sentences like one long story.*
What would be a good title for this story?
What do you think the farmers could do to grow more food?



Write it Right!

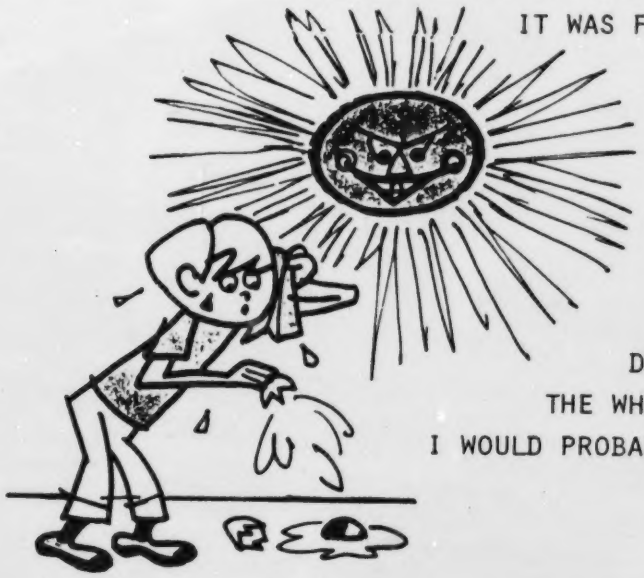
When the class was asked to write a report titled -"HOW I SPENT MY SUMMER VACATION"- some students forgot to put in their capital letters and punctuation marks.

Directions: Copy this report on a separate piece of paper and put in the correct capital letters and punctuation marks.

HOW I SPENT MY SUMMER VACATION

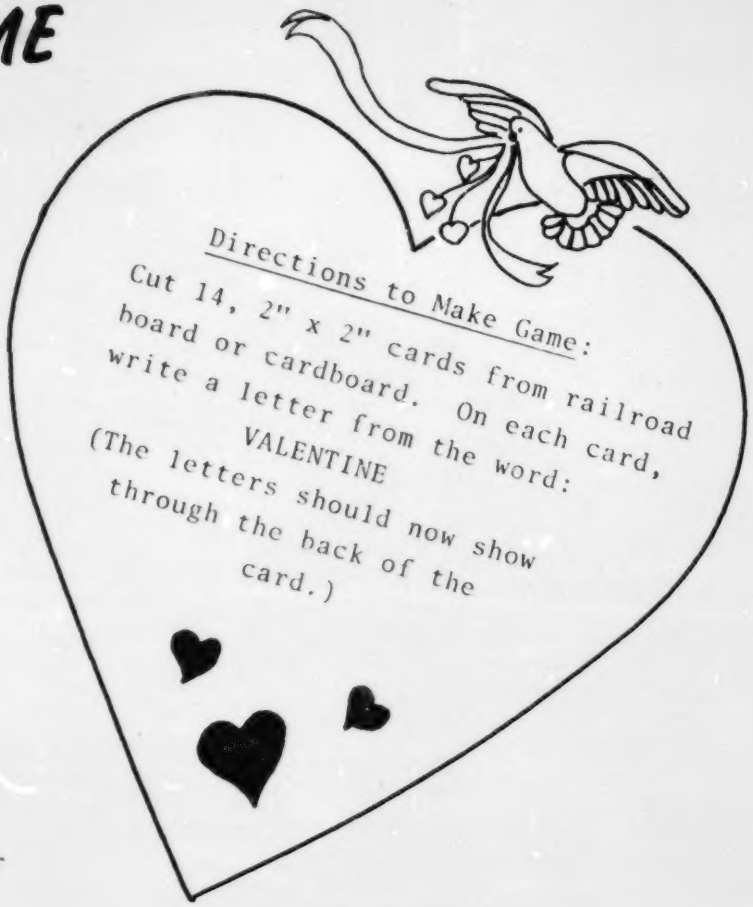
I HAD A GOOD TIME ON MY SUMMER VACATION MY MOTHER AND FATHER MY SISTER SALLY AND I WENT TO CALIFORNIA WE HAD A LOT OF FUN AT THE SEASHORE WE WOULD GO TO THE BEACH EVERY DAY TO SWIM IN THE PACIFIC OCEAN ONE MONDAY WE WENT TO DISNEYLAND WE SAW MICKEY MOUSE SNOW WHITE AND THE SEVEN DWARFS AND DONALD DUCK THE RIDES WERE FUN BUT MY FAVORITE WAS THE HAUNTED HOUSE

ON THE FIRST DAY OF JULY WE CAME HOME TO CHICAGO IT WAS SO HOT IN THE CITY THAT YOU COULD COOK AN EGG ON THE SIDEWALK SALLY AND I WERE PLAYING IN THE BACKYARD ONE DAY SHE YELLED JIMMY LET ME HAVE THE HOSE SO I DID I TURNED THE HOSE ON HER AND SHE GOT ALL WET I THOUGHT IT WAS FUNNY BUT NEITHER SALLY NOR MOTHER AGREED WITH ME I HAD TO SPEND THE REST OF THE MORNING IN MY ROOM



FATHER SAID THAT NEXT YEAR WE ARE GOING TO GO TO SEA WORLD I HOPE THAT MY SISTER DOES NOT GET TOO CLOSE TO SHAMU THE WHALE AND GET SPRAYED WITH WATER I WOULD PROBABLY GET BLAMED FOR IT

VALENTINE GAME


Directions to Make Game:
Cut 14, 2" x 2" cards from railroad board or cardboard. On each card, write a letter from the word:
VALENTINE
(The letters should now show through the back of the card.)

Directions to Play Game:

To play the game, you will need the 14 letter cards and a piece of paper and pencil for each player.
Put the cards face down on a table and mix them up. Each player, in turn, chooses three cards and writes those letters on his/her paper. The cards should be replaced with the others and remixed. The next player then chooses his/her three cards.

After all players have chosen their cards, the timer gives the signal, "Go." Players pick up their pencils and begin writing as many words as they can using ALL THREE of their letters in EACH word. After a specified time, 5 minutes for example, the timer signals, "Stop" and players lay down their pencils. The winner is the player who has written the most correctly spelled words.

VARIATIONS OF PLAY:

Use other holiday names or the names of months; use students' names or the name of the school for the letter cards. Also, to make the game more difficult, choose 4 letters, instead of three. If word forming becomes difficult, don't forget about the great variety of compound words - they can be helpful!

Using the Dictionary

PART 2-FINDING WHAT YOU NEED

Exercise 6 - Guide Words

Guide words can be a great help in looking up words quickly in the dictionary. You may have noticed that most dictionaries have two columns of words on a page. In the upper left-hand corner, above the first column, is printed the first guide word. In the upper right-hand corner is the second guide word. The first guide word is the first word in the first column. The second guide word is the last word in the last column. So, if you are looking up a word, you need only look at the two guide words to find out whether the word you want is on that page or not.

Suppose you wish to find the word falter in the dictionary. You try to open your dictionary at the "F" section and notice the two guide words at the top of the page. Suppose they are fair and family. The "fa" part of the word is the same in all three words, so you must look at the third letter.

In falter it is "l". In the first guide word, fair, is it "i". Since "l" comes after "i". you know your word, falter, comes somewhere after fair. Now you look at the third letter of your second guide word, family. It is "m". The "l" in falter does come after the "i" in "fair" and before the "m" in family. Therefore, your word must be on the page that has these two guide words.

Directions: Look up each word in the list below. Write the two guide words which are at the top of the page on which you find the word.

Words	First Guide Word	Second Guide Word
1. energy	_____	_____
2. jailer	_____	_____
3. opal	_____	_____
4. treachery	_____	_____
5. yodel	_____	_____
6. nervous	_____	_____
7. unite	_____	_____
8. gravel	_____	_____
9. annoy	_____	_____
10. winsome	_____	_____

Exercise 7 - Synonyms

An important use of the dictionary is, of course, to furnish the meanings of words. Sometimes words are simply explained by a sentence or two. Other times a picture is drawn to show what the word means. Another way to explain the meaning of a word is to give a synonym. A synonym is a word that means the same, or almost the same, as another word. For example, a synonym of fast is quick; a synonym of king is monarch. The following two exercises will give you some practice in finding synonyms.

Directions: Look up each word below in a dictionary. Write a synonym that is given for each word. Note: Do not write out the definition of the word, only a synonym. Review the meaning of synonym above if you are not sure of the difference.

LIST 1

Word	Synonym	Word	Synonym
lexicon	_____	frenzy	_____
dell	_____	thrash	_____
placid	_____	idiom	_____
fop	_____	legume	_____
sprint	_____	facsimile	_____

LIST 2

Word	Synonym	Word	Synonym
tradition	_____	lacquer	_____
hapless	_____	harakiri	_____
colossal	_____	tatter	_____
scenario	_____	vanquish	_____
compromise	_____	alien	_____
awkward	_____	defoliate	_____

Exercise 8 - Writing Definitions

Directions: Look up each of these words in a dictionary. On a piece of paper, write the definitions for each one.

1. helot	2. gibbet	3. plaintiff	4. lemus
5. hexagon	6. farce	7. coolie	8. bodkin
9. hemlock	10. pallet		

Exercise 9 - "True" or "False"?

Directions: Use your dictionary to decide if these statements are "true" or "false". Extra: For each false answer, rewrite the statement correctly.

1. Flamingos are large blue birds.
2. A gargoyle is a good cold medicine.
3. An octagon has eight sides.
4. Old Roman writing is called hieroglyphics.
5. A topax is usually yellow.
6. A censer reads soldiers' mail.
7. Some centaurs now live in Philadelphia.
8. The vodka is a famous Russian river.
9. A thesaurus is somewhat like a dictionary.

Exercise 10 - Answer These Questions

Directions: Use your dictionary to find answers to these questions.

1. Yiddish is most like what other language?
2. Is a sou'wester useful in rainy weather?
3. How many sheets of paper are in a ream?
4. Where do most Navaho Indians live?
5. What are harpoons used for?
6. How many humps has a dromedary?
7. What are chevrons?
8. To which family of birds does a falcon belong?
9. Why are horses not fond of rowels?
10. What is the use of a steelyard?

Basic Reading Skills

Examples on this page and the following pages are similar in content and format to those contained in the California Assessment Program "Survey of Basic Skills: Grade 6(Reading)," 1982 edition. They may be used as independent activities, tools for assessing your class' needs or as an introduction to the type of materials in the testing program.

I will never forget my first trip to the Museum of Natural History. It was the year that I was in Mrs. Robinson's fifth grade class. Everyone was excited about the excursion. If it had not been football season, and our school hadn't had an important game that day, we probably would have had one hundred percent participation.

We arrived at the museum after travelling for nearly three hours. We said, "Good-by," to our bus driver when we got off, for we knew it would be a long time before we saw him again. Then we rushed, excitedly, to the entrance gate.

"We are the fifth grade class from Twin Pines School," our teacher informed the official on duty.

"Are you scheduled to tour the museum today?" the woman asked.

"Yes," Mrs. Robinson replied. "We sent in our reservations several months ago."

"I'm sorry," the bewildered gatekeeper said as she consulted her appointment book, "we have no record of any reservations for your school."

"But you must have it," Mrs. Robinson exclaimed. "Here is a copy of your reply to my letter."

Mrs. Robinson handed her a slip of paper. "Oh, I see," the museum employee explained, "this reservation is for Saturday, October 12. Today is only the 5th of October. I'm sorry, but the museum is closed this week for remodeling and repairs."

Don't you know that our teacher really felt embarrassed? She reluctantly sent one of the boys to find our bus and have it returned to the passenger loading zone. Our bus driver was extremely surprised to see us. As you might imagine, the bus was much quieter on the return trip home.

By the way, we did get to take the tour the following Saturday, but when we talk about the trips, we always unanimously agree that the <u>first</u> trip was the most memorable.

I.A
In the word <u>reluctantly</u>, the <u>ly</u> makes the word mean

- O without reluctance
- O not reluctant
- O with reluctance
- O not very reluctant

I.B
In this passage, <u>bewildered</u> means

- O in a trance
- O late
- O overworked
- O confused

I.C
In this story, the word slip means

- O to lose footing
- O a piece
- O a lady's garment
- O a sprig

II.A.1.b
The museum employee was

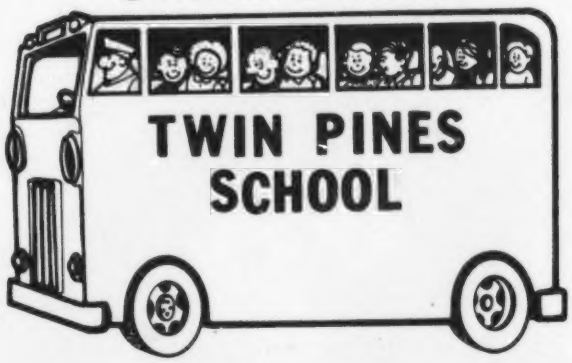
- O Chinese
- O intoxicated
- O a woman
- O rude

II.A.3
Which of these events occurred first?

- O making the reservations
- O returning home
- O travelling to the museum
- O taking the second trip

II.B.2
Approximately how far from the school was the museum?

- O 25-50 miles
- O 60-90 miles
- O 100-150 miles
- O over 200 miles



II.A.1.a
On what date did the first trip take place?

- O October 5
- O October 12
- O October 19
- O October 26

II.A.2
Who sent one of the boys to find the bus?

- O the gatekeeper
- O the official
- O the bus driver
- O Mrs. Robinson

II.B.1
The main idea of this passage was

- O Displays we enjoyed at the museum.
- O What to take on a bus trip.
- O How to become qualified as a bus driver.
- O An unexpected change of plans.

II.B.3
The following outline is based on the entire passage. Which point is needed to complete the missing part?

I. Arriving at the museum,
   a. We got off the bus.
   b. _____
   c. We got back on the bus.

- O We ate at a large restaurant.
- O We had to have emergency repairs.
- O We discovered our reservations were for a different date.

II.B.4
The second trip to the museum took place on

- O October 5
- O October 12
- O October 19
- O October 26

II.B.5
What do you think Mrs. Robinson will probably do when planning future field trips?

- O Read more carefully.
- O Travel by train instead of by bus.
- O Cancel football season.

II.B.6
Passenger loading zones are useful for

- O getting to sleep at night
- O training bird dogs
- O temporary parking
- O preparation of reports

II.B.7
Some students were not able to attend the first trip because they were

- O on the football team
- O at Disneyland
- O practicing the clarinet
- O too sleepy to get up

II.B.8
One conclusion to be drawn from this passage is:

- O Send in your reservations several months in advance.
- O Always park your bus close to the entrance gate.
- O Check and doublecheck all arrangements carefully.
- O Museum officials do not want to be helpful.

II.C.1
On the way home, the students felt very

- O excitable
- O disappointed
- O talkative
- O enthusiastic

II.C.2
This event occurred in the

- O Fall
- O Winter
- O Spring
- O Summer

II.C.3
Which of the following best states what happened in the story?

- O The fifth grade teacher took her class on a trip on the wrong date.
- O It was a very dangerous trip from Twin Pines School to the Museum of Natural History.
- O You should wear comfortable shoes when on a long tour of a public place.

II.C.4
Who first discovered that the class arrived on the wrong date?

- O the official
- O Mrs. Robinson
- O one of the boys
- O the bus driver

II.C.5
In anticipation of the first trip, the students were

- O happy and excited
- O excited and worried
- O disappointed and worried
- O embarrassed

II.C.6
In this passage, what is meant by "one hundred percent participation?"

- O half the class could go
- O all the class could go
- O no one could go
- O less than half the class could go

II.D.2
The writer's purpose in telling this story was

- O to amuse the reader
- O to give instructions
- O to promote trips to the museum
- O to promote safe operation of school busses

II.D.4
What conclusion can you draw from information in the story?

- O The principal was very angry with Mrs. Robinson.
- O Mrs. Robinson never told the principal about the mix-up.
- O The bus driver was Mrs. Robinson's nephew.
- O The principal approved a future trip.

II.D.1
The writer's feeling about the incident could best be described as

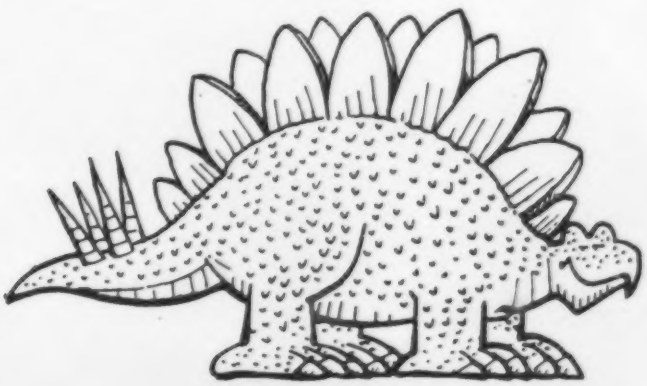
- O embarrassment
- O anger
- O amusement
- O fear

II.D.3
Which phrase below is an example of an opinion?

- O "Here is a copy of your answer."
- O "We probably would have had one hundred percent participation."
- O "The museum is closed this week for remodeling and repairs."
- O "She consulted her appointment book."

III.A
What would be the best source to find the shortest route from Twin Pines School to the Museum of Natural History?

- O an atlas
- O an encyclopedia
- O the newspaper
- O a road map



MAGIC MOTIVATORS

Students need to practice writing on a variety of subjects in order to become proficient writers. The following list may contain a few of the possible topics (prompts) you may want to try.

1. If you could live any place in the world, describe where you'd choose to live and why. Be specific and supply details, reasons, etc.

2. You have invented a fantastic invention that could change life, as we know it, on earth. Describe your invention and its importance.

3. You are a book, a television set, or a radio. Explain how you are used, how you are helpful, how you are misused, your importance, etc.

4. You are a toy or piece of sports equipment. Describe yourself, how you are used and treated and how you feel about your treatment.

5. If you had a million dollars, how would you spend your money? Explain why you would spend your money that way.

6. We have an energy crisis. We must conserve gasoline and electricity. Describe how you might find solutions for this situation and how these solutions would be helpful.

7. You are an animal. Describe what you look like, where you live, how you live, what you enjoy doing, etc. Introduce yourself and give your reactions to things and others in your life.

8. If you could have any job you want, what would you do? Explain why you'd select this job, what you'd do, and its effect on the rest of your life.

9. If you were a state or national lawmaker, what new laws would you pass? Why would you pass these laws? How would people benefit from them?

10. A strange, unexplainable light is seen in the sky. What happens? What are your feelings and reactions?

11. If you could plan a perfect vacation, what would yours be? Describe where it would take place, what you would do, and why.

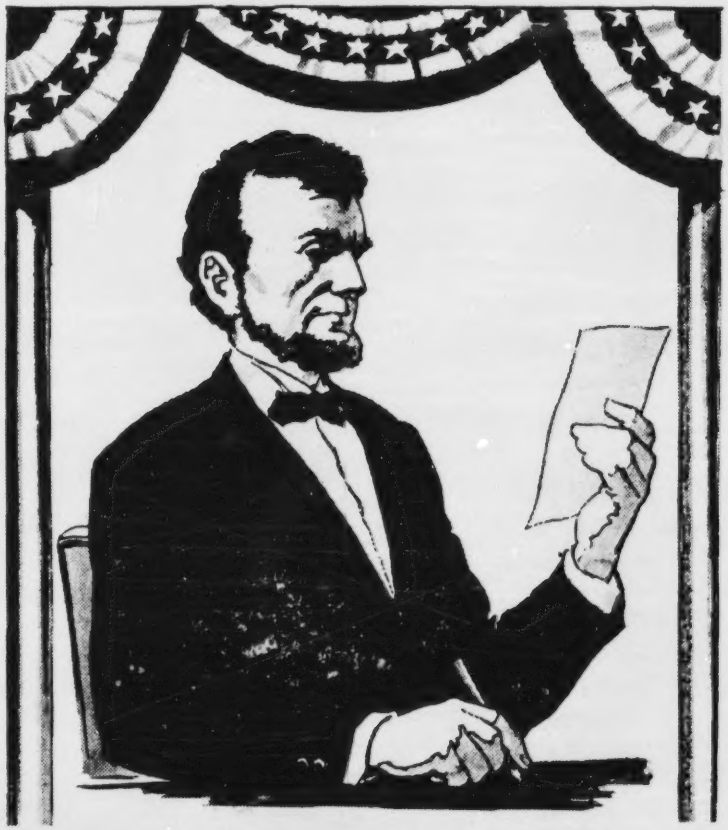
Adapted from "The Magic of Motivation," Panama Union School District Curriculum Lab, 1980.

MR. Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate - we cannot consecrate - we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, for the people, shall not perish from the earth.

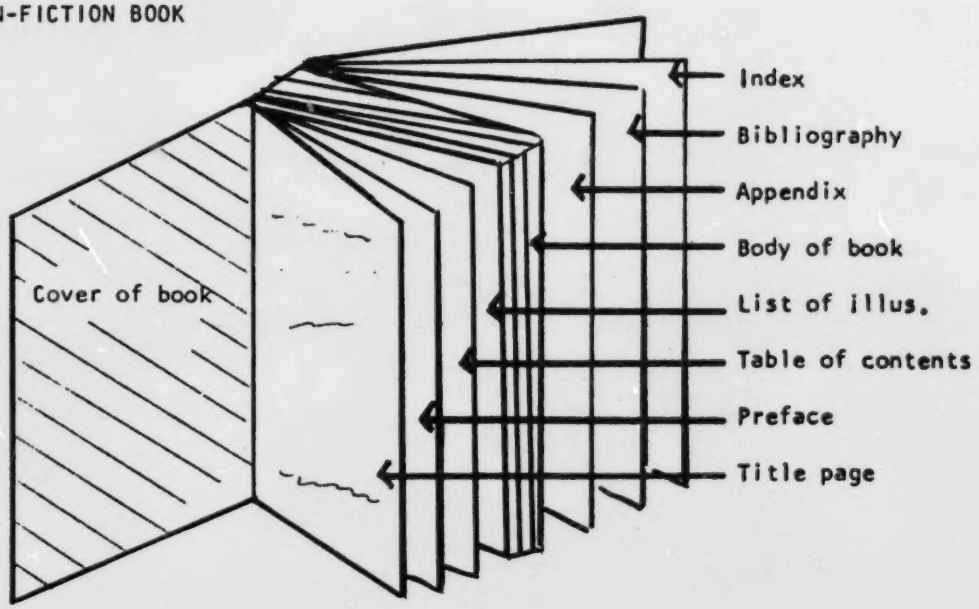


Parts of a Book

PARTS OF THE BOOK AND THEIR USES

1. DUST JACKET -- A protective covering.
2. BLURB -- Brief description of the book and often also the author, found on inner sides of dust jacket.
3. BINDING -- The front cover, the spine, and the back cover.
4. FRONTISPIECE -- A full-page illustration opposite the title page.
5. TITLE PAGE -- Title, Sub-title, Author, Translator, Editor, Contributor, Compiler, Illustrator, Publisher, Location of publisher, Publishing date, Edition.
6. COPYRIGHT PAGE -- Back of the title page. Gives copyright date and Library of Congress number.
7. TABLE OF CONTENTS -- A listing of the various chapters.
8. TABLE OF ILLUSTRATIONS -- A listing of the illustrations in the book.
9. INTRODUCTION -- An introduction to the book
10. BODY or TEXT -- The main part of the book.
11. APPENDICES -- Charts, graphs, or statistical data related to the text, usually at the end of the book.
12. BIBLIOGRAPHY -- An alphabetical listing of books.
13. GLOSSARY -- A small dictionary.
14. INDEX -- An alphabetical list of topics, people, and places mentioned in the text.

PARTS OF A NON-FICTION BOOK



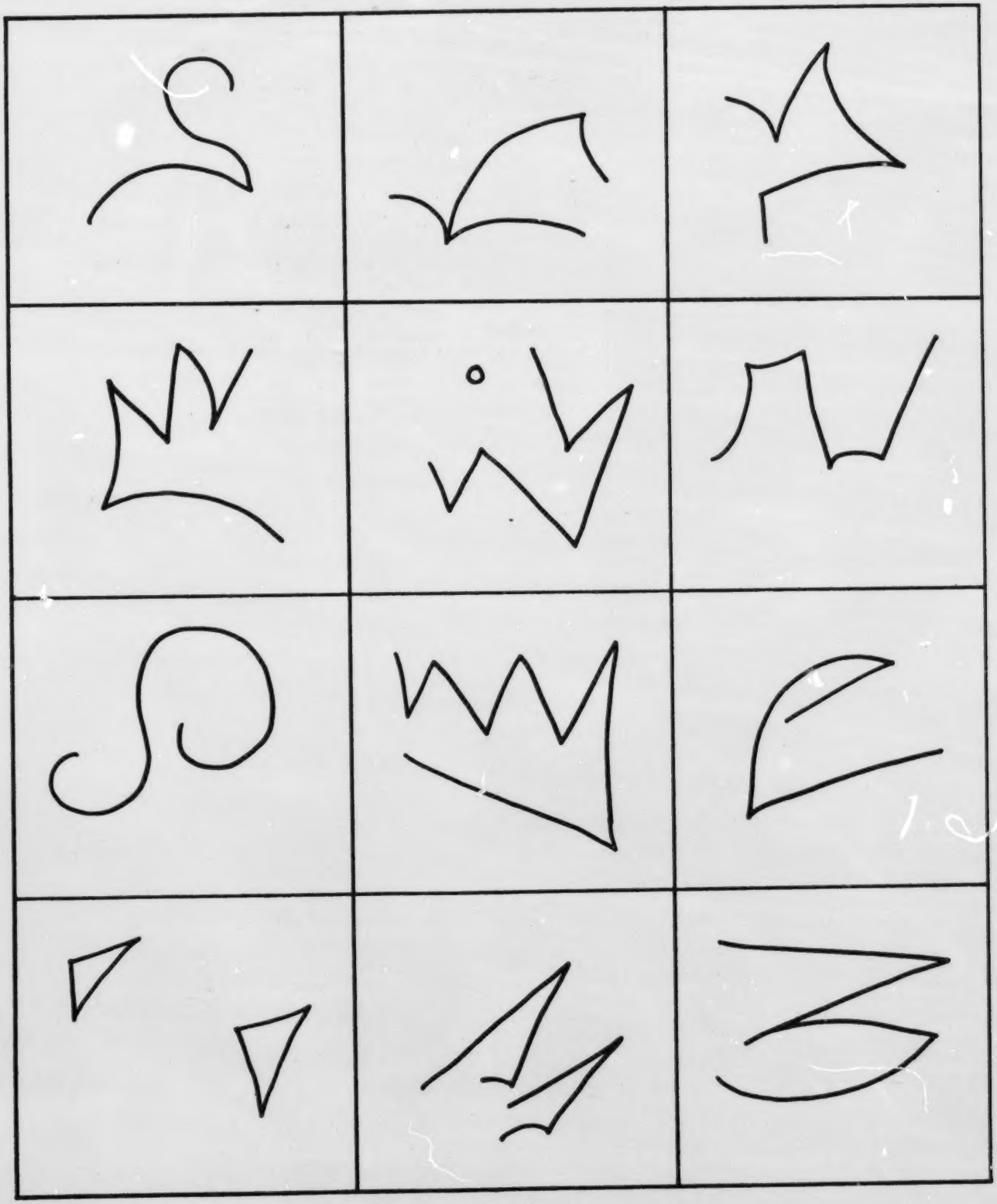
Because non-fiction books serve many purposes, it is important to know how to use them most effectively. You can save much time in using books and locating information if you know the general plan according to which most non-fiction books are organized. Most non-fiction books contain the following parts, usually in the order give:

1. TITLE PAGE gives:
   a. title or name of book
   b. name of author of book
   c. name of person who illustrated the book
   d. name of publisher
   e. place of publication
   f. date of publication
2. COPYRIGHT PAGE is usually on the reverse side of the title page. It tells who copyrighted the book and when. Do not confuse the copyright date with the date of publication. The copyright date is a clue to the recency of material in the book. It is especially important in the case of history and science books.

See the complete list of the Parts of the Book and Their Uses on the preceding page.

READY, THINK, GO

In each box below, draw a picture using the lines already drawn.



WORD EXPLORERS

It is possible to make more than 36 three-, four-, and five-letter words by moving from one letter to the adjoining letter in the figure below. You may move up, down, to the right or left, or diagonally, but you must not skip letters. You may even change directions within a word: for instance, the word *line*.

O M W
P I L
A N E
S U O
A L T

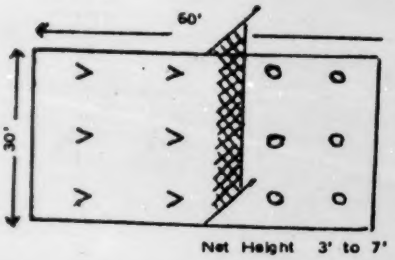
Find at least 36 words

Lead-up Games for Team Sports

All team sports in the junior high and high schools have their beginnings in the skills developed in the primary and intermediate grades. Before students are ready for team sports, they must have developed an adequate degree of proficiency in the basic skills.

The lead-up games help to build these important skills. Students will enjoy playing these games and, at the same time, will be improving their skills and knowledge through a well-rounded physical education program.

VOLLEYBALL



Name: VOLLEYBALL MODIFIED

Outcomes: Physical Fitness: arm, shoulder, and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: Volleyball, net, and standards

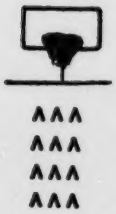
Formation: Two teams, one on each side of net -- 6,9, or 12 players to a team

How to Play: Each team is arranged in lines of three or four players. A regulation volleyball game is played with the following modifications:

1. The server may serve from a position in the center of the court.
2. Two or more service trials may be allowed. An assisted serve is permissible; i.e., a teammate may relay a ball which has been served in an effort to send it over the net.
3. During the volley, an unlimited number of players may bat the ball before it goes over the net.
4. Although position play should be encouraged, it is not a requirement.
5. The ball may not be hit more than three times in succession by the same player.
6. The ball may be played from a bounce or from the air.

BASKETBALL

Name: GOAL SHOOTING



Outcomes: Physical Fitness: arm and shoulder development
Motor Perception: directionality
Movement Skills: reception and propulsion

Equipment: Basketballs

Formation: Files

How to Play: Each player gets the number of turns designated by the teacher. Each basketball goal made counts 1 point. The team with the largest total after the specified number of turns is the winner. The following variation of shots may be used!

1. Lay-up shots
2. Foul shots--underhand and overhand
3. One-handed shots from 5', 10', and 15' distances
4. Two-handed shots from 5', 10', and 15' distances

BASKETBALL

Name: LAY-UP

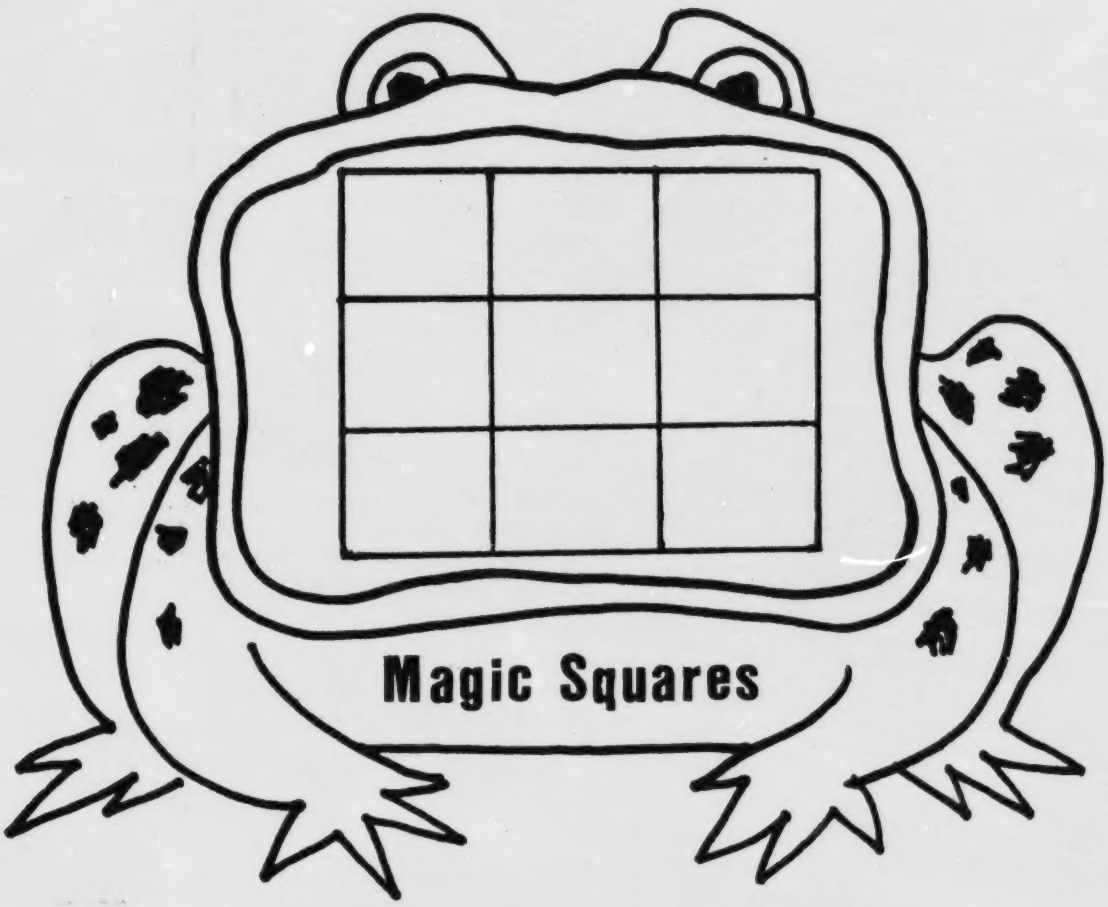
Outcomes: Physical Fitness: arm, shoulder, leg development
Motor Perception: directionality, temporal projection
Movement Skills: locomotion, reception, propulsion

Equipment: Basketballs

Formation: Files

How to Play: The first player dribbles toward the basket and in a continuous motion attempts a lay-up shot. If he makes the goal, one point is scored for his team. After the shot, he recovers the ball, dribbles back to his team, and gives the ball to the next player. The action is repeated by succeeding players until one team scores a predetermined number of points and is declared the winner.

Variations: The first player on each team dribbles to the basket and takes two shots--each one made being worth one point.



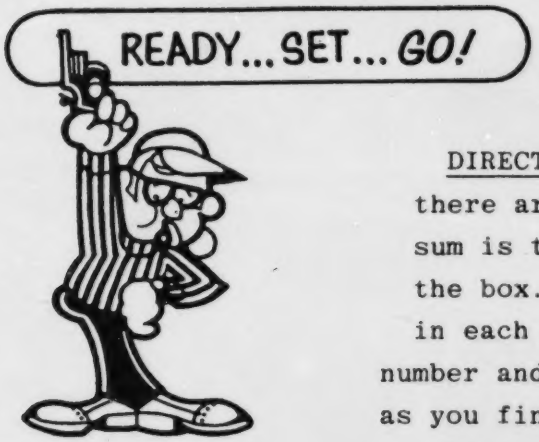
A square array of numbers in which the sum of numbers in any horizontal row, vertical column or diagonal is always the same is called a Magic Square.

Write the numbers 1 through 9 in the 3 x 3 array to produce a Magic Square. Hint: It may be easiest to cut out the numbers below and move them around on the square until you find the correct method.

1	2	3	4	5	6	7	8	9

Extra: *Can you make the same Magic Square using the numbers 2, 4, 6, 8, 10, 12, 14, 16, 18?*

Extra to Teacher: Students should look for the patterns to the answers. Is there something unique about the number in the middle or the corners? Is there a pattern to the remaining numbers? Students should share their thoughts.



DIRECTIONS: In each box of numbers below, there are 5 sets of three numbers each whose sum is the same as the number at the top of the box. However, there is 1 number missing in each set. Can you supply the missing number and then draw a line around the sets as you find them?

The numbers will be in a straight line up and down or diagonally. One example is done for you.

HINTS!! 1) All missing numbers are parts of the sets.
2) No set contains more than one missing number.

30

7	14	9	14
2	13	8	☐
16	17	10	14
☐	☐	15	4

20

7	15	2	☐
4	8	☐	12
16	9	10	5
3	11	☐	4

25

7	12	1	14
☐	☐	8	12
14	3	10	5
9	☐	7	5

35

☐	12	☐	14
9	13	8	12
16	☐	10	15
☐	11	7	☐

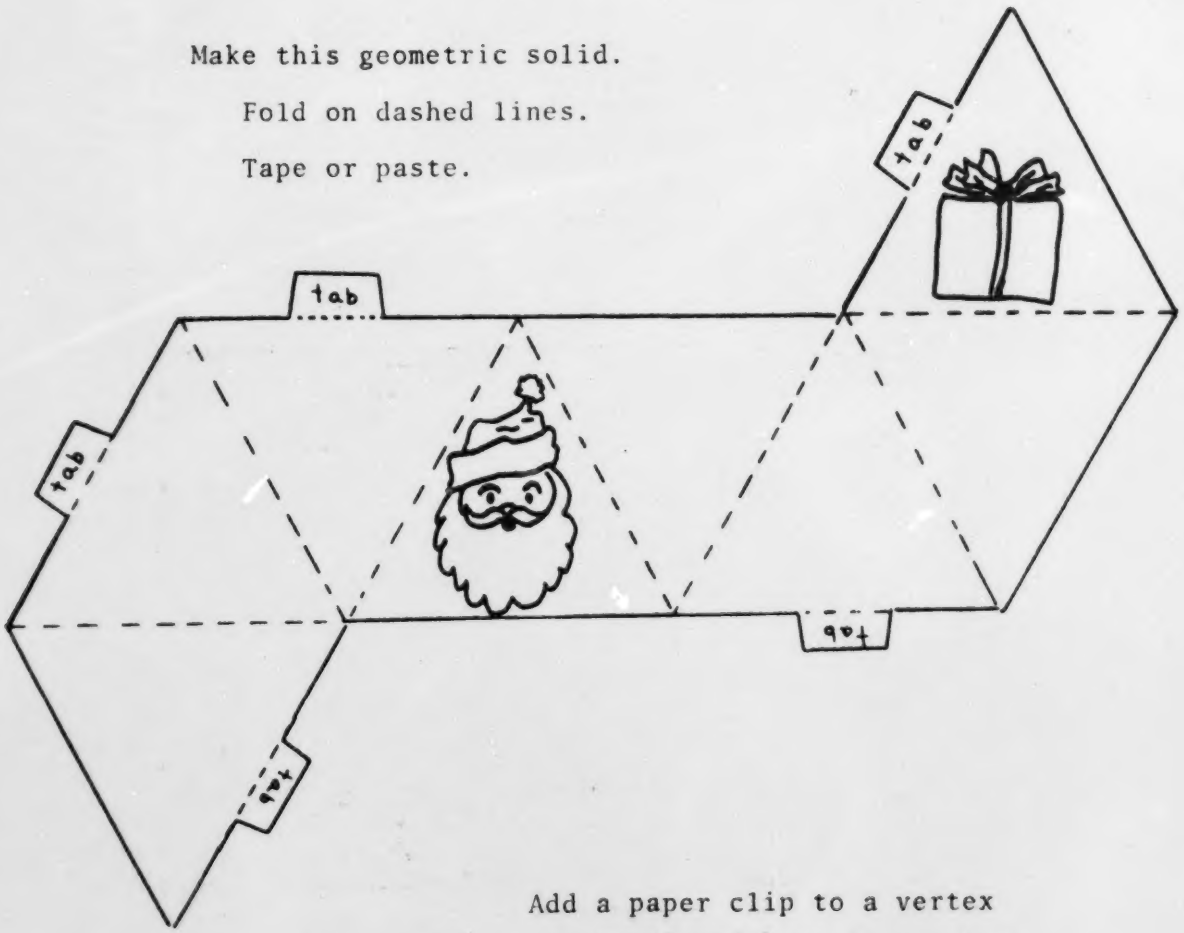
FUN with GEOMETRY

OCTAHEDRON

Make this geometric solid.

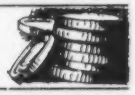
Fold on dashed lines.

Tape or paste.



Add a paper clip to a vertex (corner) and hang it on your Christmas tree.

You Make the Change



1. You go to the store with a ten-dollar bill. You buy a booklet about the art of watercolor painting for $2.95, a tablet of drawing paper for $2.25, three paintbrushes at 79¢ each. What is the total amount of the sale?

Amount for booklet = _____

Amount for paper = _____

Amount for pens =
_____ x 3 = _____

Total amount owed = _____

* What amount of change will you receive?

Amount paid = _____

Total amount owed = _____

Amount of change received = _____

* What bills and coins would equal that amount of change?

_____ one-dollar bills = _____

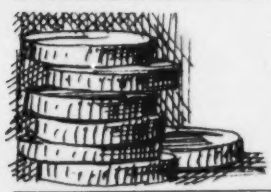
_____ quarters = _____

_____ dimes = _____

_____ nickels = _____

_____ pennies = _____

Total amount of change = _____



2. You go to the store for your mother. She gives you $20.00. You are to buy:

3 cans of frozen lemonade at 39¢ each = _____

2 loaves of bread at 89¢ per loaf = _____

1 package of salami at $1.59 = _____

1 bag of peanuts at 89¢ = _____

1 head of lettuce at 48¢ = _____

1 jar of mustard at 64¢ = _____

A 15-pound watermelon at 15¢ per pound = _____

1 jar of pickles at 79¢ = _____

Total amount owed = _____

* What will your change be? _____

* How might your change be given to you?

_____ one-dollar bills = _____

_____ half dollars = _____

_____ quarters = _____

_____ dimes = _____

_____ nickels = _____

_____ pennies = _____

Total amount of change = _____

CLOCK TALK

THE BACTERIA PROBLEM

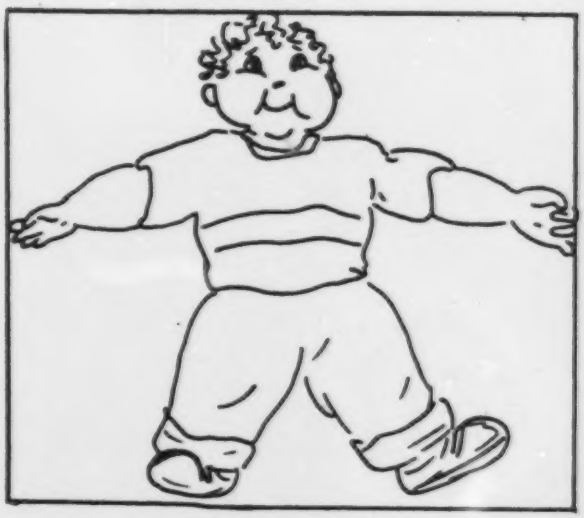
A CERTAIN KIND OF BACTERIA DOUBLES IN QUANTITY EVERY HOUR. AT MIDNIGHT TWO NIGHTS AGO, ONLY TWO OF THESE BACTERIA WERE IN A JAR. AT MIDNIGHT LAST NIGHT, THE JAR WAS FULL.

AT WHAT TIME WAS THE JAR HALF FULL?

ARE YOU
A SQUARE?

WHAT'S YOUR SHAPE?

A WIDE RECTANGLE?



A TALL
RECTANGLE?

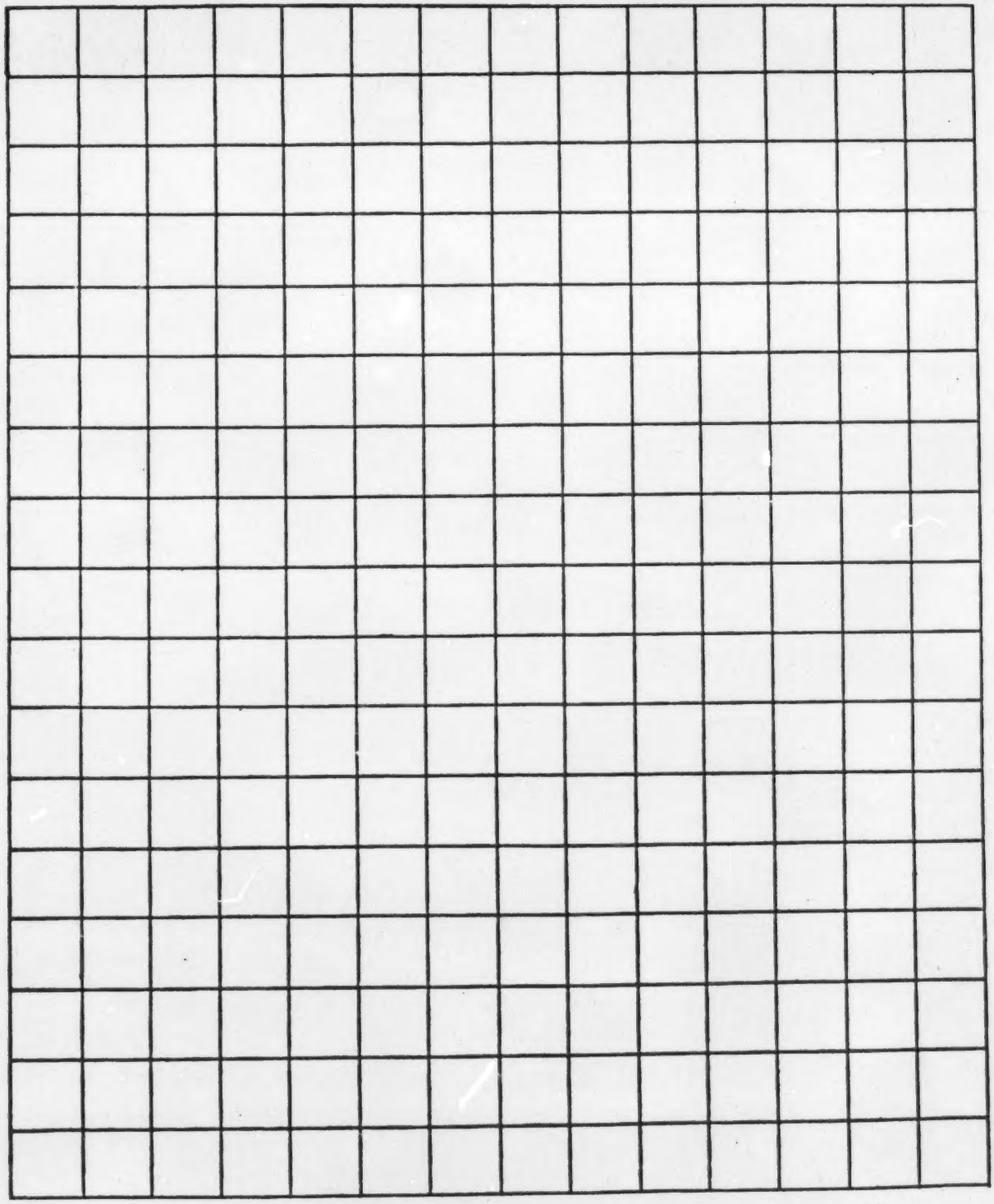
TEACHER SUGGESTION:

Direct students to cut a piece of string the length of their height. Then use this string to determine whether their armstretch (length from fingertips to fingertips) is shorter than (narrow rectangle), longer than (wide rectangle), or the same length as (square) their height.

A classroom graph to determine the number of squares, wide rectangles and narrow rectangles in the room would be interesting.

GRAPH PAPER
MAKE YOUR OWN GRAPHS

The following data could be charted for students in the classroom: number of book reports, hair color, eye color, birthdays in each month, heights, weights, favorite foods, favorite T.V. programs, or favorite after-school activities.



Professional Sports

PURPOSE

To familiarize students with the many types of professional sports.

MATERIALS

1. Chart paper.
2. Felt pen.
3. List of professional sports

INTRODUCTION

Say: "Today we will begin our study of the field of professional sports. I wonder how many different sports we can list where players are paid for their participation. Think of the various sports you've read about or have seen on T.V."

CLASS ACTIVITIES

1. List categories of various sports on chart paper as contributed by students.
2. Discuss briefly how each game is played.
3. Encourage students to volunteer personal experiences playing or watching any of the games mentioned.

SUMMARY

1. Have a student read the list you have made aloud.
2. Tell them that tomorrow they will have a chance to pantomime a professional sport, so to be thinking of one they would like to do.

LIST OF PROFESSIONAL SPORTS

Baseball	Gymnastics	Surfing
Basketball	Ice Hockey	Swimming
Bowling	Rodeo	Tennis
Boxing	Skiing	Track
Golf	Soccer	Football

PROJECT CHOICE #60, A CAREER EDUCATION UNIT FOR GRADES 5-6, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CALIFORNIA 93309.

PURPOSE

To familiarize students with the various professional sports and some of the body movements involved.

MATERIALS

All Task Cards.

INTRODUCTION

Say: "Yesterday we discussed the various professional sports. Today we will take turns pantomiming a particular sport. Remember to make your body move like an athlete. Also remember that a pantomime is silent acting."

CLASS ACTIVITIES

1. Have the children perform their pantomime. They may call on a classmate to guess which sport they are acting out.
2. Discuss what part of the pantomime made the sport very clear. Tell how some could have been shown more effectively.
3. Do Task Cards.

SUMMARY

After all the pantomimes are finished, discuss what made them realistic or unrealistic.

PURPOSE

To create an awareness that winning is not just a matter of luck, but a quality that is developed in an athlete's personality. To emphasize that an athletic career is usually short.

MATERIALS

All Task Cards.

INTRODUCTION

Coach Vince Lombardi once said: "Winning is not the most important thing--it's the only thing." Professional athletes are loved and admired as long as they are winning. Today we are going to discuss this idea.

CLASS ACTIVITIES

1. Discuss the subject of winning related to the character development in a person, and the carry-over into other fields.
2. Discuss what qualities an athlete must have besides the obvious one of being "good in sports".
3. Discuss the fact that these athletes must be prepared for another career when they retire from sports.
4. Do Task Cards.

SUMMARY

Tell the students that tomorrow they will have the opportunity to meet a professional athlete. Have some questions in mind you would like to ask.

PURPOSE

To make students aware of the short playing careers of most professional athletes, and the need for careful money management, to relate to math.

MATERIALS

1. Paper.
2. Pencil.
3. Worksheet.

INTRODUCTION

Say: "Often you hear professional athletes criticized for the huge amounts of money they make. Many people do not realize that few athletes actually make the large amounts. People often forget that athletes do not play professional sports for very long and therefore do not receive that salary for a long period of time."

CLASS ACTIVITIES

1. Using Worksheet : Tell the students they are professional athletes receiving $80,000 a year for 10 years. They have a spouse and two children to support.
2. Have the students decide how much they will spend on clothes, cars, house, etc. and how much they will save.
3. The students should decide if they will invest some of this money in restaurants, motels, land, sports equipment companies, etc.
4. They will have to decide on the career they will pursue when they retire from sports.

SUMMARY

1. Hear reports.
2. Discuss which are realistic possibilities.

Note: Not all professional athletes make large amounts of money. Many are very lucky to receive $15,000 - $18,000 a year as a starting salary. You may want to try planning a budget on this lower amount.

WORKSHEET

Finances

You are a professional athlete receiving $80,000 per year for 10 years. You have two children to support.

Decide how much you will spend each year on cars, house, clothes, food and travel - and how much you will put in the bank for later.

Decide if you will invest any money in hotels, restaurants, land buying or sports equipment companies. How much will you invest per year?

What job will you do when you retire from sports? Do you need an education to do it? Did you save some money in case you have to get more education?

PURPOSE

To make the class aware that professional athletics depend upon the people who buy tickets to athletic events and to familiarize them with the people who publicize these games.

MATERIALS

1. Large white construction paper.

2 Crayons, felt pens or paint.

INTRODUCTION

Say: "In professional sports, the athlete receives most of the attention, but without the many fans who buy tickets and attend the events the athletes would not have money to continue their sport. The artist who draws up the posters and advertisements to promote the games deserves credit for his necessary task."

CLASS

1. Write these facts on the board and discuss why they must be included in an advertising poster. Discuss the importance of eye appeal and catchy phrases.

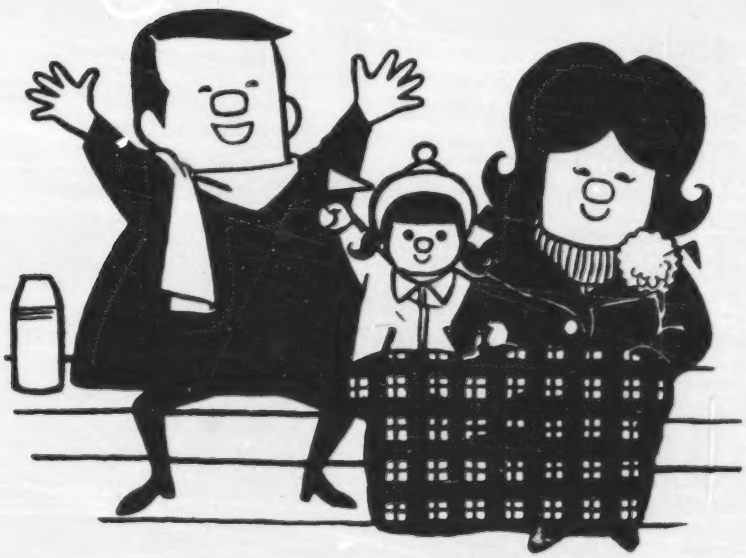
   Game
   Team
   Time
   Day
   Cost of Tickets
   Excitement

2. Have the students make their posters, including answers to the "facts" written on the board.

SUMMARY

1. Display posters.

2. Discuss why some will especially attract spectators.



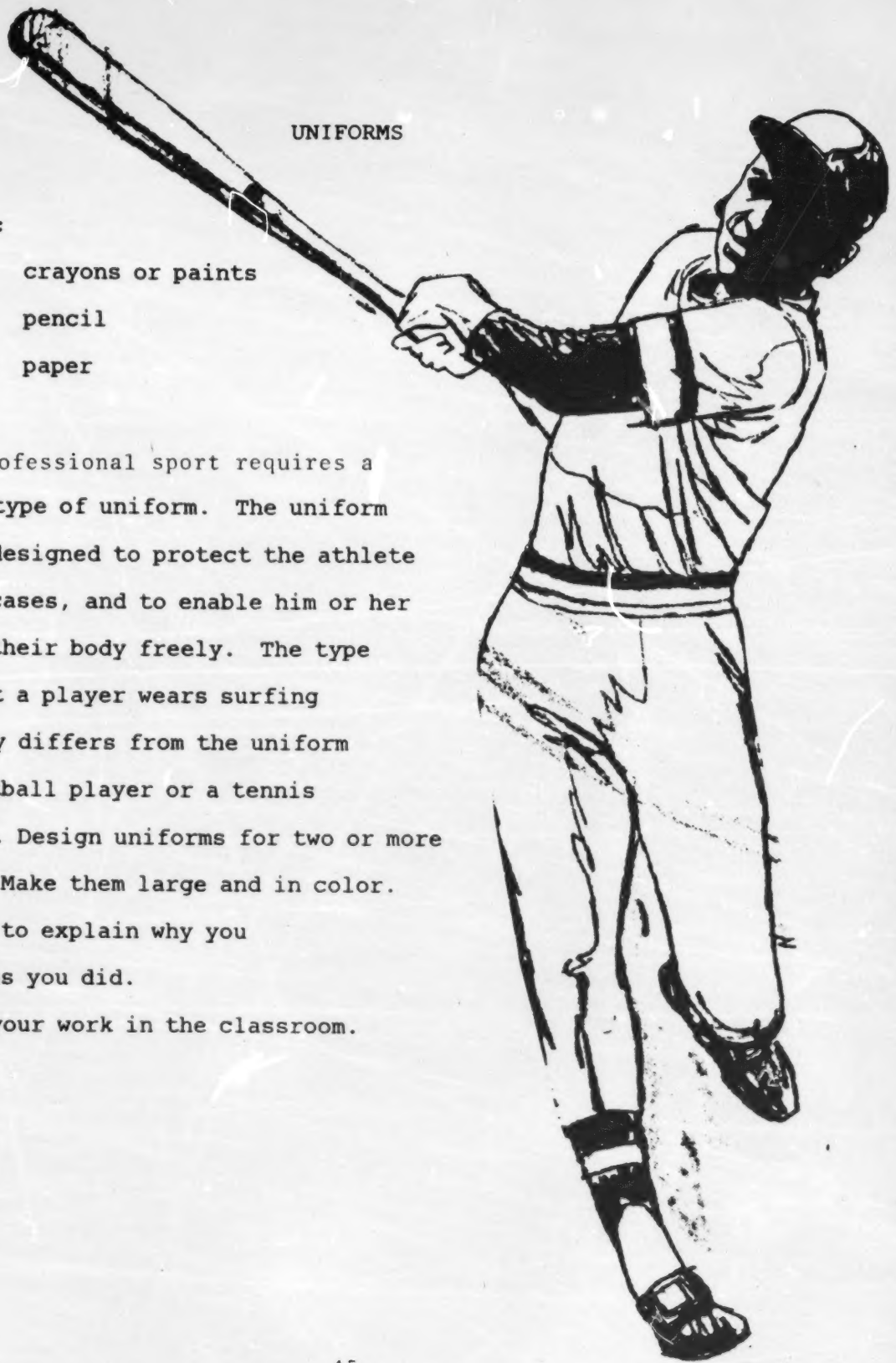
EQUIPMENT QUIZ

You need:

1. Three friends
2. A clock or timer
3. Paper
4. Pencils

Choose a sport that requires a substantial amount of uniform and equipment, like football or golf. One person is a timer. At a signal from the timer list as many types of football equipment as you can. Time for 2 minutes. Whoever has the longer list is the winner. Have the winner become the new "timer". Choose another sport and play once more. Compare lists.

UNIFORMS



You need:

1. crayons or paints
2. pencil
3. paper

Every professional sport requires a special type of uniform. The uniform must be designed to protect the athlete in some cases, and to enable him or her to move their body freely. The type of outfit a player wears surfing certainly differs from the uniform of a football player or a tennis champion. Design uniforms for two or more sports. Make them large and in color. Be ready to explain why you made it as you did.
Display your work in the classroom.

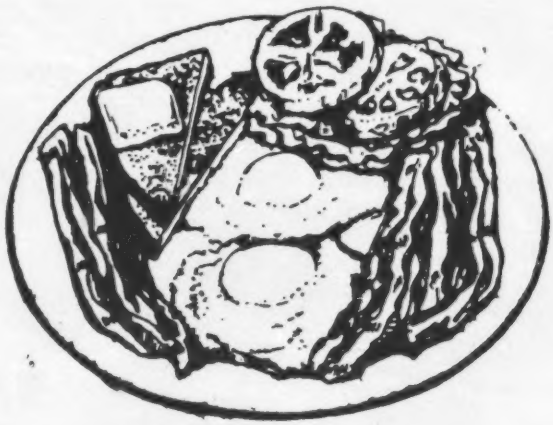
PASS THE SPINACH!

You need:

1. magazines
2. glue
3. scissors
4. reference books

In order to stay in top physical condition athletes often pay great attention to what they eat and drink. Trainers try to make sure players are eating the right foods to keep their bodies healthy as possible. Make a poster showing the four basic food groups. Cut out magazine pictures to show foods from each group and glue it on your poster.

Include a paragraph about how alcohol, tobacco and drugs can be especially harmful for an athlete.



PROFESSION OR RECREATION

You need:

1. magazines
2. scissors
3. glue
4. paper for posters

Professional athletes are paid for participating in their sport. Other people participate for fun or for the exercise. Get two large sheets of paper. On one glue pictures you have cut from magazines showing men and women in professional sporting events. Label that poster "Professional Sports". On the second poster write "Recreation" at the top and show various people using sports for their own pleasure.

Display your posters in your classroom.

FAMOUS ATHLETES

You need:

1. book
2. paper
3. pencil

Read one of the books we have in the classroom, or one you get from the library about a famous athlete. Take notes on important facts as you read so you can give an accurate and interesting report to the class. Be sure to include how your athlete got started in sports, what team he/she played for, and what he/she did when too old to play.

FAN MAIL

You need:

1. paper
2. pen or pencil
3. envelope
4. stamp

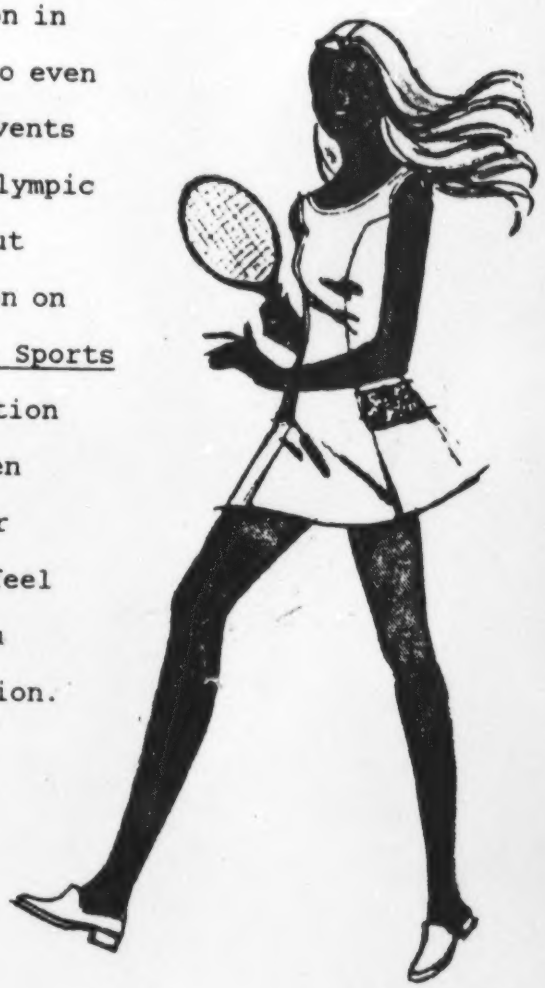
Most professional athletes enjoy getting mail from their fans. Write a letter to your favorite athlete on a local team. Include what you like about him or her and tell some things about your own athletic knowledge or ability. Have a classmate or teacher proofread your letter. Read your letter to your class. Be sure to read the reply if you receive one!

WOMEN IN PROFESSIONAL SPORTS

You need:

1. Paper
2. Pencil
3. Book: American Women in Sports by Phyllis Hollander (or other sources of information about women athletes).

A long time ago in ancient Greece, women were not only refused participation in Olympic games, but they were forbidden to even watch them! It wasn't until 1900 that events for women were even included in modern Olympic games. Lately we hear more and more about women's sports, and women's participation on traditionally men's teams. Use Women in Sports or any other good source to find information on women athletes. Find one or more women athletes who interest you and report your findings to the class. Include how you feel about women in athletics and tell why you think some men resent women's participation.



CHOOSE A SPORT . . .

You need:

1. paper
2. pencil

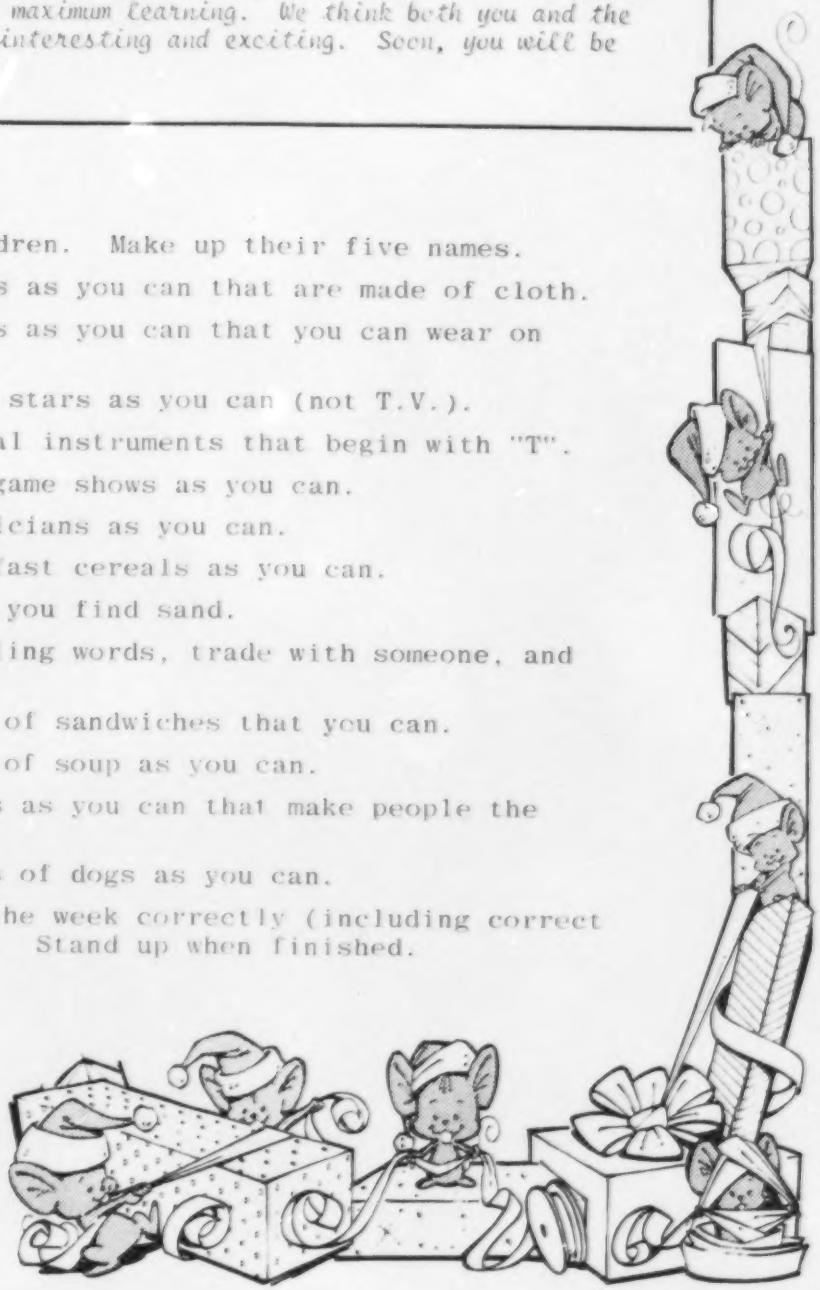
We have seen movies, read books and heard athletes tell us about professional sports. Choose a sport that interests you. Tell what you like about it. List three advantages to participating in your chosen sport. List three disadvantages in playing your sport. Share your feelings with the class.

"SPONGE" ACTIVITIES

In every school day, there are those odd-shaped minutes - when certain students, or the whole class, find a little extra time to fill. These stray moments can add up to a lot of lost time over a few days - but the creative, on-your-toes teacher will find many rewarding ways to turn that wasted time into valuable learning time.

Here are some suggestions that might help you to utilize the students' total time in school for maximum learning. We think both you and the students will find them interesting and exciting. Soon, you will be creating your own.

1. You have five children. Make up their five names.
2. Name as many things as you can that are made of cloth.
3. Name as many things as you can that you can wear on your head.
4. Name as many movie stars as you can (not T.V.).
5. List all the musical instruments that begin with "T".
6. Name as many T.V. game shows as you can.
7. Name as many politicians as you can.
8. List as many breakfast cereals as you can.
9. List all the place you find sand.
10. Scramble five spelling words, trade with someone, and unscramble them.
11. List all the kinds of sandwiches that you can.
12. List as many kinds of soup as you can.
13. List as many things as you can that make people the same.
14. Name as many breeds of dogs as you can.
15. Write the days of the week correctly (including correct spelling) in order. Stand up when finished.



The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

OPERATION/ACTIVITY	PAGE(S)
COGNITION	
Word Search	1
Historical Events	2,3
State of the Month Data	5-7
State Borders	8-9
Zip Codes	10-11
Contractions	14
Spelling	16
Dictionary	17-19
Comprehension	20-23
Parts of a Book	26-27
Physical Education Activities	30-31, 39
MEMORY	
Poetry	2,3
Mr. Lincoln	25
CONVERGENT PRODUCTION	
Crossword Puzzle	12
Proof Read	15
Word Development	29
Math	33
DIVERGENT PRODUCTION	
Creative Writing	13, 24
Art	28
Magic Squares	32
C.H.O.I.C.E. Activities	39-50

Nancy Comstock: Reading/Language Arts Consultant